U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MO7

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	☐	☑	☐	☐

Name of Principal: Mr. Craig Hamby

Official School Name: Sappington Elementary School
School Mailing Address: 11011 Gravois Road
St. Louis, MO 63126-5860

County: St. Louis State School Code Number*: 096-093

Telephone: (314) 729-2460 E-mail: CHAMBY@LINDBERGHSCHOOLS.WS

Fax: (314) 729-2462 Web site/URL: http://go.lindberghschools.ws/sappingtones

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Jim Simpson Ed.D. Superintendent e-mail: jsimpson@lindberghschools.ws

District Name: Lindbergh Schools District Phone: (314) 729-2400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Vic Lenz

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district
   - 5 Elementary schools (includes K-8)
   - 2 Middle/Junior high schools
   - 1 High schools
   - 0 K-12 schools
   - 8 Total schools in district

2. District per-pupil expenditure: 9529

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	51	52	103
1	51	36	87
2	44	50	94
3	55	41	96
4	50	49	99
5	52	37	89
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			568

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
4 %	Asian
3 %	Black or African American
5 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
84 %	White
4 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 7%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred ***to*** the school after October 1, 2011 until the end of the school year.	14
(2)	Number of students who transferred ***from*** the school after October 1, 2011 until the end of the school year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	37
(4)	Total number of students in the school as of October 1, 2011	568
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 10%

Total number of ELL students in the school: 55

Number of non-English languages represented: 15

Specify non-English languages:

Albanian, Arabic, Bosnian, Chinese, Croatian, Greek, Hindi, Ilongo, Korean, Kurdish, Persian, Russian, Spanish, Turkish, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 33%

Total number of students who qualify: 190

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 69

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

12	Autism	0	Orthopedic Impairment
1	Deafness	17	Other Health Impaired
0	Deaf-Blindness	3	Specific Learning Disability
2	Emotional Disturbance	39	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
2	Mental Retardation	0	Visual Impairment Including Blindness
8	Multiple Disabilities	5	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	26	1
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	16	4
Paraprofessionals	8	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	11	0
Total number	62	5

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	
Enrolled in a 4-year college or university	%
Enrolled in a community college	%
Enrolled in vocational training	%
Found employment	%
Military service	%
Other	%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

The Sappington community has maintained our heritage of high academic standards with continued renewal of its commitment to strong values and character education. As one of the oldest communities in the Lindbergh School district, our staff and parents are dedicated partners who support the teaching and learning process while maintaining a neighborhood school tradition in a modern setting. Our school has been an important part of the community since first welcoming students in 1851. The school building has undergone four major expansions over the years. The community supported a renovation and building expansion in 2008 that revitalized the entire building into a modern facility that meets the contemporary and forward-thinking goals for 21st Century learning. Sappington Elementary School's mission is to provide a safe and caring community where our 580 students can grow, learn, and reach their highest potential.

Aristotle said, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." Academic excellence is rooted in our character education program. In addition to our mission, Sappington is committed to practicing four pillars of character: respect, responsibility, integrity, and self-control. Character education is infused in our daily school culture and is reflected in the homes of our students. In recognition of these efforts, Sappington was named both a Missouri and a National School of Character in 2008.

As the largest elementary school in our district, Sappington embraces a diverse community of learners. Our student population includes 84% White, 3% African-American, 5% Hispanic, and 8% Other. In addition, 10% of our students are English Language Learners representing 14 different countries. Students with special needs comprise 10% of our population. Thirty-three percent of our students are eligible for free or reduced lunch.

The unique personality of Sappington has evolved into a caring community of students, staff, and parents. Students help in our community and beyond by participating in service learning activities. Over the past three years, students raised money for a well in a Rwandan village. The Water Project increased our students' awareness of global concerns. Currently, students are involved with the Sappington Food Fight, which provides items to local food pantries and backpack programs that feed students over the weekend. Additionally, our students raise money for Jump Rope for Heart, Pennies for Patients, St. Jude's Math-a-Thon and Adopt-a-Family projects. The generosity of the Sappington community shines when a member of our school community is in need. These endeavors are possible due to the close working relationship between the staff and the Sappington Parent Teacher Group. This group works diligently to provide volunteer and financial support to the Sappington community.

A critical piece to improving and maintaining high student achievement is improving and maintaining good student attendance. Sappington has sustained an attendance rate of over 96.5% for the past five years. We have a school climate where students look forward to attending school each day. Our goal is to provide engaging lessons that instill a love of learning. This allows us to provide a high level of instruction on a daily basis, thus steadily increasing student achievement.

The primary influence on student learning at Sappington is the teacher. Sappington has a highly-trained collaborative staff. Instruction and professional development are driven by student needs. Teachers meet weekly in professional learning communities to design lessons based on student data. These weekly discussions are crucial for sharing best practices in instruction, so that all students benefit from effective lesson design. Formative and summative assessments are used regularly to determine which concepts need to be taught and what feedback will enhance student learning. Monthly criterion-referenced assessments, coupled with student reading levels, are utilized to develop a picture of what the student is

learning. These data are also used to determine the focus of professional development experiences. The needs of our students drive all professional development.

The use of student data as the catalyst for lesson design and delivery has led to consistently high levels of student achievement. Based on the Missouri Assessment Program, reading scores at Sappington have grown 16 percentage points in the last five years and over 78% of students have scored proficient or advanced over the last two years. Math scores increased eight percentage points over the last five years. Over 80% of students scored proficient or advanced over the last three years. For the last two years, Sappington has been ranked in the top 5 out of over 500 schools in Missouri based on student achievement scores. The staff works diligently to provide instruction to ensure the success of all of our students.

Sappington's commitment to educational excellence is reflected by our school vision:

Sappington Elementary is a place where students, staff, parents, and the community work together in partnership to promote lifelong learning. Focusing on students' strengths, we strive to ensure that each child will:

- Thrive in a safe, pleasant, and nurturing environment.
- Actively participate in a challenging curriculum.
- Achieve personal academic success.
- Demonstrate responsibility, respect, integrity and self-control.
- Apply knowledge to become responsible citizens.

School Motto: Taking learning higher and farther.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The Missouri Assessment Program (MAP) measures the achievement of 3rd -5th graders in both Communication Arts and Mathematics. Achievement is measured in four levels: Advanced, Proficient, Basic, and Below Basic. The student scores that our 3rd-5th graders achieve is the culmination of the hard work that takes place in classrooms from Kindergarten to 5th Grade. It is important for all students to show growth in achievement from year to year, and the goal of the district is to surpass Missouri's established proficiency targets. Over the past several years, Sappington has not only made adequate yearly progress, but has been ranked as one of the top 5 schools in the state of Missouri for two straight years on schooldigger.com. In the past 5 years our Communication Arts scores on the Missouri Assessment Program (MAP) have grown from 62% proficient or advanced to 78% proficient or advanced, an average growth of 3.2 percentage points a year. Our math scores have grown from 76% in 2008 to 86% in 2012, an average growth of 2 percentage points each year. While these results are wonderful, our teachers work diligently everyday to improve instruction and help their students reach their highest potential.

B. Sappington has not only enjoyed success in total school scores, but we have seen great success in our sub-group scores as well. The results of the 2008 Communication Arts and Math assessments showed a gap between our total population and our African American students, Special Education students, and students participating in our Free/Reduced lunch program. Each group was significantly behind the total population in percentage of students scoring proficient or advanced. To address this gap, teachers have met weekly in professional learning communities to analyze data, set goals, and design differentiated lessons to provide instruction to students at their level, but also give them opportunities to work with grade-level text or problems. We have also provided additional school instruction (ASI) to supplement classroom instruction both during the day and after school. Special Education teachers and intervention teachers meet regularly with grade level teams to ensure that all instruction is designed to help students meet their academic goals.

The data-driven decisions made by these teams of instructors have allowed us to provide the necessary instruction to help us narrow the gap between our sub-group students and the results of our total population. Teachers use formative assessments, monthly reading and math assessments, and reading levels based on the Fountas and Pinnell Benchmark Assessment System to make informed decisions about our curriculum and the needs of individual students. In 2008 Communication Arts, the gap was 21 percentage points for African American students and 13 percentage points for our Special Education students. In 2012, the gap for African American students has shrunk to 11 percentage points. The gap between our students receiving special education services, and the scores for the total population is an area in which we continue to work diligently to bring success to these students. Our teachers continue to meet regularly and discuss what strategies will be most beneficial for the students. The gap for special education students grew to 27 percentage points in 2010 and was reduced to 15 percentage points in 2011.

The entire staff works to address gaps in achievement between our sub-group students and total population through collaboration, tiers of intervention, and professional development. In accordance with our school motto, we are taking learning higher and farther for all students.

2. Using Assessment Results:

To promote student learning and to take achievement levels to their optimum potential, teachers must utilize student data to design lessons. Formative assessments are used on a daily basis to respond to the educational needs of students and to give the teachers direction for their instruction. Data from a variety of sources are analyzed throughout the year. The Benchmark Assessment System of reading levels,

monthly criterion-referenced eValuate assessments in reading and math, and the Missouri Assessment Program results are the three sources that comprise the backbone of our student data.

The Benchmark Assessment System (BAS) is given to all students Grades K-4 and provides teachers with an instructional reading level for each student. These reading levels are used by teachers and parents to support reading at school and at home. Teachers use these levels to plan guided reading lessons and to encourage student book choices for independent reading.

Evaluate Assessments, formerly Tungsten, is a monthly criterion-referenced assessment in reading and math given to all students in Grades 2-5. The results from the assessments allow teachers to analyze curriculum and student performance. Teachers meet weekly in professional learning communities to reflect upon data and look for students who may need remediation or enrichment. Teachers use the assessment as a diagnostic tool to determine what feedback is necessary to assist students in their learning. Teachers also use the data to look for curriculum strands that may need extra instructional time or different levels of questioning that should be used in lessons.

The results from the Missouri Assessment Program (MAP) are also used in a diagnostic manner. Teachers are able to analyze student and school results to make adjustments to curriculum or target students for interventions. MAP results help determine which students qualify for math and reading intervention.

All of these pieces of student data are used by the Response to Intervention (RTI) team throughout the school year. The RTI team is a team of specialists and interventionists who meet weekly to discuss student progress with classroom teachers. The team provides ideas and strategies to be used with students who are identified as needing further interventions to assist in their academic progress. A tiered system of interventions is available for all students.

3. Sharing Lessons Learned:

Grade-level teams or professional learning communities (PLCs) meet regularly to analyze student data and design effective lessons for our Sappington students. PLCs allow teachers to share best practices and develop strategies that benefit all of our students. This collaborative effort is one of the key ingredients in the success of our students.

Success is like a beacon to other educators, as they have come to learn from us the strategies we utilize for increases in student achievement. The Sappington staff is happy to welcome visitors from other schools. We see it as an opportunity, not only to assist other teachers, but a chance to learn from them as well. Collaboration within the building is great, but when we can work with teachers from other buildings, we open ourselves to become even stronger educators.

We have regular visitors from other schools and districts who come to observe our practices in literacy, math, and writing instruction as well as how we utilize technology in our classrooms. Sappington has gained a reputation for strong instructional practices, from which other schools want to learn, but we also have visitors from around the nation come to see our character education practices.

Several staff members present on a regular basis at conferences around the state in regards to instructional strategies and student achievement. In the past year staff members have presented to other schools on individual reading conferences, co-teaching practices, math workshop, technology in physical education, social media in schools, bring your own device practices in technology, and data-driven decision making.

4. Engaging Families and Communities:

Strong partnerships between parents, teachers, and students lead to student success. Sappington has an effective relationship with the Sappington Parent-Teacher Group (SPTG).

SPTG has been instrumental in forging relationships between the community and Sappington school. Every decision made by the parent group has the primary goal of student and family support. SPTG has paved the way for new families and teachers to feel welcome at school functions and provided opportunities for participation at events. This is accomplished by SPTG members making personal phone calls and visits inviting people to Sappington for parent teacher group meetings and after school events. One way the parent group has been intrinsically involved in the character education program at Sappington School is the implementation of the buddy family program. New families are partnered up with an existing Sappington family to assist them to acclimate to their new school community. The tireless efforts of the parent group to facilitate events at local venues has encouraged Sappington families to participate and local vendors such a Grant's Farm, Baked Goods Pottery, and P'sghettis to open their doors for school groups. The elected leaders of the parent group facilitate communication with parents on a regular basis through the use of their Facebook page and weekly e-mail newsletters. In addition to planning social functions, the parent group holds monthly meetings that focus on academics and encourages parents to support learning at home. At these meetings, teacher representatives share ideas and strategies to strengthen the partnership between school and home.

Technology enables Sappington teachers to interact with families in new and engaging ways. Teachers use Facebook pages, blogs, Twitter and online grade books to provide feedback to families. The convenience of social media opens a portal for families to access the learning taking place each day in the classroom. This interactive communication strengthens the school/home partnership and motivates students to perform at their best. Teachers are able to share feedback to parents about progress on essential skills and foster responsibility among the students. The ease of communication between school and home has had a positive effect on student achievement at Sappington.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Sappington Elementary School's instruction follows the core content curriculum adopted by the Lindbergh School District. English/Language Arts (ELA) and Math are top priorities for our elementary students to establish a foundation of process and content skills upon which they will build further learning in the future.

The English Language Arts program at Sappington is a balanced literacy approach that includes guided reading lessons, read alouds, and independent reading that teach strategies such as text organization, comprehension, and inferential skills. Teachers use formative assessments on a regular basis to deliver engaging lessons and appropriate feedback to students. Small group instruction occurs on a daily basis allowing teachers to provide guided reading lessons at the students' instructional reading levels. A variety of text sources are utilized to provide students with experience in reading fiction, non-fiction, and poetry.

Writing takes place across the curriculum at Sappington Elementary. Students write to prompts and also in journals on a regular basis. Writing is taught across the curriculum, but students also receive explicit writing instruction. Writing instruction takes place in a workshop model where students write routinely to create good writing habits. Students learn and practice the steps of the writing process to gain proficiency in three main styles of writing. Students create narrative, opinion, and informational pieces of writing throughout the school year.

The math program at Sappington is designed to teach students conceptual and procedural knowledge. Students build strong number sense through the use of concrete models and visuals. This knowledge provides the foundation for problem-solving skills and abstract thinking. Students learn essential skills to build fluency and learn to apply mathematical concepts to real life problems. The combination of conceptual knowledge, procedural skill and fluency, and application creates well rounded engaging math lessons and learners.

The Science and Social Studies curriculums both support the essential skills of our English Language Arts programs. Students learn about science and social studies content by reading non-fiction texts and writing information and opinion pieces to exhibit mastery of the content. Science process skills are learned through inquiry methods where students pose and test questions through investigations. This allows the students experiences in the scientific method.

The Art and Music curriculums give students experiences in Fine Arts as well as supporting the skills of the English Language Arts Curriculum. Students study composers, artists, and works of art then write reflections on their learning. All students get the opportunity to see performances at Powell Symphony Hall and Sheldon Concert Hall in St. Louis. Art lessons support spatial reasoning concepts of the math curriculum as well as fostering the creativity of students.

The Physical Education curriculum provides movement activities that cultivate confidence and teamwork among students. The physical activities help the students learn coordination and focus that is helpful with their success in other subjects. Health and character lessons are integrated on a daily basis in our P.E. lessons.

Technology is used throughout all curriculums to support student learning. Each classroom is equipped with an interactive white board and computer access. Students have access to iPads and laptop computers and are invited to bring their own devices to school. These tools are utilized to enhance instruction and as a way to connect families to everyday learning. Students are able to research and create presentations on content in all curricular areas. Teachers are able to keep in constant communication with families to

encourage learning at home. The integration of technology allows teachers to provide engaging high-interest lessons for their students.

2. Reading/English:

At Sappington, our students excel in literacy development. This can be attributed to our teachers' willingness to focus on literacy models, the administrative support of teachers during the implementation process, and ongoing professional development in literacy. For the past eight years, our district has implemented a balanced literacy model of English-Language Arts (ELA) instruction, knowing that research has shown the positive impact this model has on students' achievement. The balanced literacy model meets the needs of diverse learners by accelerating their reading growth at all levels. Reading instruction is designed to meet the developmental needs of each student in each classroom, and lessons are scaffolded to make sure each child reaches his or her maximum potential.

Reading instruction is structured around both literal and higher-level reading behaviors. Students' abilities are assessed at the beginning of the year using the Fountas and Pinnell Benchmark Assessment System (BAS) to provide each teacher with baseline data to drive instruction. In each classroom, students participate in a daily whole-class mini-lesson that teaches reading behaviors proficient readers use. Teaching is then differentiated for small groups through guided reading lessons and reading workshop. In addition, teachers meet individually with students to engage in reading conferences, and, in turn, establish goals for each student.

Sappington's outstanding ancillary reading services provide support to students and increase success in reading. Sappington provides daily reading support for struggling readers in the format of 1:1 tutorials and small group pull-out instruction led by certified reading specialists. English language learners (ELL) receive additional support through pull-out instruction. Additional support is provided in primary classrooms through push-in support from class-size reduction teachers who instruct guided reading groups on a daily basis, often working with the most advanced students to accelerate their instruction.

Part of Sappington's success in reading instruction is due to ongoing professional development for teachers. Monthly literacy team meetings provide teachers and administrators time to discuss programming progress, individual student concerns, and best practices in literacy instruction. These meetings insure that early intervention is available if a student is experiencing reading difficulties, and these collaborative meetings allow teachers time to explore new ideas to take into their classrooms.

Sappington does a stellar job of integrating technology into the ELA framework. Students have daily access to literature on computers and iPads, and we have an extensive e-book collection available for student check-out. Teachers have been trained in the use of this technology and regularly integrate technology into their reading instruction.

3. Mathematics:

Mathematics at Sappington exemplifies differentiated instruction at its best through a workshop model approach to teaching. Teachers use formative assessments on a daily basis as a means of designing lessons and providing feedback to students. A workshop model in math allows the teacher to design a lesson that responds to the needs of the learners in the classroom. The students' needs are driving the instruction rather than a textbook. This model also allows for small group instruction on a regular basis.

When students develop a good understanding of numbers at an early age, other mathematical concepts such as algebra, geometry, and arithmetic, follow naturally. The teachers at Sappington provide instruction that leads to conceptual knowledge, procedural skills and fluency, and application of math skills. Conceptual knowledge gives students a deeper understanding of mathematics, while procedural skill and fluency help students become more accurate with their calculations. The combination of these

previous strategies leads to students who are able to apply knowledge to situations that require mathematical thinking. Vocabulary review, fact fluency, problem-solving strategies, tactile lessons, utilization of visuals, connections between math and other disciplines, and continuous concept review are some of the best practices used on a daily basis in math instruction.

Technology plays an important part in math instruction. Students use Activote clickers to supply immediate data to the teacher. Interactive whiteboards are utilized to present visuals and to utilize virtual manipulatives to assist students in understanding difficult concepts. Students also access an e-book to provide tutorials and independent practice on previously taught concepts. These technological tools have allowed teachers to provide engaging lessons that capture and hold the interest of the students.

The math curriculum is a progression from concrete models that build number sense to abstract problem-solving skills. This method of math instruction has led to three straight years of over 80% of the students in grades 3-5 scoring proficient or advanced on state achievement tests.

4. Additional Curriculum Area:

Sappington is fortunate to be able to offer physical education class to our students every other day. The P.E. teachers integrate health lessons as well as science, math, and writing skills on a regular basis. It is important that our students recognize the benefits of a healthy lifestyle, but also see the connection of physical activity to their other studies. The lessons learned in P.E. help build confidence and self-esteem that carries over to academic success in the classroom.

The hallmark of Sappington's physical education (PE) program is the clear connection it has to everything happening at Sappington. The PE teachers integrate models being used in the classroom into lessons being presented in the gymnasium. This provides a valuable consistency for the students. For example, the PE teachers use the same format as the classroom teachers for posting lesson objectives; therefore students always understand the purpose of the lesson. The students also benefit in the classroom from lessons taught in the gym such as brain breaks. Brain breaks are movement activities that improve students' concentration and time on task.

Sappington has a focus on character education and the P.E. program does an outstanding job of incorporating citizenship education through movement. Students participate in motion activities that teach about good citizenship. An example is recycling games to teach about single stream recycling.

Sappington teachers incorporate technology into every aspect of a student's day. In P.E., students use technology integration to learn about peer and self-assessment. Students perform a skill in front of a camera and then watch the playback of the video and assess themselves or their partner on the skill.

P.E. teachers not only utilize the same instructional methods of the classroom teachers, but also support English Language Arts and Math skills within their P.E. and health lessons. It is common to see students collecting data from pedometers or timers and presenting that data in the form of graphs and tables. Students also have many opportunities to write in P.E. They write opinion pieces on certain activities that they enjoy and informational text on health topics or directions for physical activities.

The Sappington P.E. teachers utilize several models of co-teaching on a daily basis to provide the best instruction to our students. One of the teachers was recognized as the 2012 Missouri Elementary P.E. Teacher of the Year and the Central U.S. Elementary P.E. Teacher of the year.

5. Instructional Methods:

Instruction at Sappington is centered on the needs of each learner. Our teachers design and implement lessons that focus on addressing essential skills that effectively address the needs of each student. This is

accomplished with collaborative planning that is driven by formative assessments, differentiation across the curriculum, and by working together as a team of professionals to serve a diverse student population.

Formative assessments and student data drive our instructional decision-making. Sappington students take the eValuate test monthly, an online standardized test that measures student performance in English/Language Arts (ELA) and Math. These assessments provide teachers with data related to student progress on specific learning strands, which is then used to plan classroom instruction. Many teachers pre- and post-assess students on reading and math concepts to determine what knowledge students bring to a lesson and to evaluate the learning that has taken place. Technology has provided new opportunities for determining student understanding of concepts; students are formatively assessed during lessons using Activote clickers and online resources (i.e., Socrative, PollEverywhere), allowing teachers to adapt instruction during teaching.

Through our balanced literacy model, students are taught in guided reading groups. These small, flexible groups allow teachers to work with students on appropriately-leveled texts and target individual needs on a daily basis. Due to the success of this model of teaching, we have transferred this model to math in a Math Workshop approach where students work in small, flexible groups to master math concepts.

Instruction at Sappington goes far beyond the classroom teacher. Students struggling in reading and math receive additional pull-out instructional support from reading specialists and math intervention teachers as part of our Response to Intervention (RTI) model. Special education teachers provide support to meet the needs of students with IEPs. Our English Language Learner population receives support in literacy and math, and our immigrant students get additional one-on-one sessions weekly. Primary students receive additional guided reading instruction with the addition of a second teacher to the classroom (class-size reduction teacher) during reading workshop, and intermediate students work with Additional School Instruction (ASI) teachers on specific focus areas throughout the week.

Technology is used throughout the curriculum to support student learning. Each classroom is equipped with an interactive white board and computer access. Students have access to iPads and laptop computers and are invited to bring their own devices to school. These tools are utilized to support the curriculum and enhance instruction.

6. Professional Development:

At Sappington, professional development (PD) is student-need based and teacher-driven, and reflective of current trends and research-based practices in education. Teacher representatives from each grade level and department work together as a committee to coordinate quality training for the staff. Chairs from this committee serve on a district level team to promote collaboration and effective use of resources.

Professional Learning Communities (PLCs) drive PD at Sappington. Teachers have been trained over the past few years to analyze student data, plan instruction to meet student needs, and develop SMART goals to increase student performance in reading and math. Grade level teams also meet during plan time for Data Team meetings, in which monthly assessment data are analyzed to facilitate discussions of student performance and instructional practices. Each grade level also participates in monthly Instructional Team meetings during plan time, where PD is provided in response to teacher feedback and specific grade level needs in math or literacy.

Outside of the regular school day, teachers have PD opportunities during monthly Early Release time, full PD days in August, October and May, and optional trainings in technology and literacy during the summer. School-wide PD is focused on the student with training on academics, social-emotional development, English Language Learners, students with special needs, character education, technology, and safety. Additionally, subgroups of teachers are provided release time to meet specific PD needs. For example, Math Intervention teachers and Reading Specialists attend monthly district-wide training.

Selected teachers receive technology training through the district ELITE program, providing them with resources and knowledge to incorporate technology effectively in their classrooms. Finally, our staff is encouraged to seek individual PD opportunities through continuing education, conferences, a district-wide Teacher Leadership Program, National Board certification, and involvement in professional organizations.

The extensive amount of PD provided at Sappington impacts our teachers and administrators. The work of PLCs enhances teaching and learning through the achievement of SMART goals while empowering our teachers to work collaboratively. Teachers and administrators apply our training by using up-to-date technology. Administrators see evidence of the application of teacher PD during monthly learning walks where they observe instruction and student work. Teachers are eager for new learning opportunities, and this passion for improving instructional practices has a direct impact on the growth of Sappington's students.

7. School Leadership:

Our school vision to serve responsibly the needs of all students is at the core of all decisions made at Sappington. Sappington is led by a team approach. Teachers and the principal work together to make decisions that benefit students. Building- and grade-level teams set goals on a quarterly basis to ensure academic growth of the students. The teachers know that they are the most influential factor in making a difference in the lives of their students and that knowledge in critical to decision-making.

Building committees in partnership with administration set and lead building initiatives in character, academics, safety, and professional development. These building committees are the leaders who take the building to new heights each year.

The professional development committee determines the course of professional learning based on a needs assessment of the staff and the introduction on innovative instructional strategies. The teachers on this committee lead trainings and workshops to provide the entire staff with learning opportunities in the best instructional practices for Sappington students. The professional development committee builds excitement in the building and supports the articulation of new practices. This committee leads by example by being the first to implement new techniques and building enthusiasm for new strategies and practices.

Grade level teams or professional learning communities (PLC) are key leaders in the building. These teams transform professional development activities into practical application in the classroom. PLCs use student data and common planning time to design lessons to meet the needs of students and address curricular concerns. The best leaders are life-long learners and the PLC model insures that teachers are learning about their students and their academic needs on a regular basis.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Missouri Assessment Program

Edition/Publication Year: 2008, 2009 , 2010, 2011, 2012 Publisher: McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient + Advanced	90	83	79	81	69
Advanced	28	25	23	28	25
Number of students tested	97	71	78	75	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	88	65	70	68	72
Advanced	30	25	17	16	28
Number of students tested	40	20	23	19	18
2. African American Students					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	1	3	1	6
3. Hispanic or Latino Students					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	1	2	3	3
4. Special Education Students					
Proficient + Advanced	79	Masked	56	67	60
Advanced	14	Masked	19	25	20
Number of students tested	14	7	16	12	15
5. English Language Learner Students					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	8	5	2	4
6. White					
Proficient + Advanced	92	84	81	81	73
Advanced	28	25	24	29	27
Number of students tested	83	63	72	69	62

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13MO7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Missouri Assessment Program

Edition/Publication Year: 2008, 2009 , 2010, 2011, 2012 Publisher: McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient + Advanced	77	79	71	63	59
Advanced	34	45	35	32	31
Number of students tested	97	71	78	75	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	68	65	61	47	50
Advanced	33	35	22	16	22
Number of students tested	40	20	23	19	18
2. African American Students					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	1	3	1	6
3. Hispanic or Latino Students					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	1	2	3	3
4. Special Education Students					
Proficient + Advanced	57	Masked	31	25	40
Advanced	7	Masked	18	25	20
Number of students tested	14	7	16	12	15
5. English Language Learner Students					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	8	5	2	4
6. White					
Proficient + Advanced	80	79	71	61	65
Advanced	34	46	35	29	34
Number of students tested	83	63	72	69	62
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MO7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Missouri Assessment Program

Edition/Publication Year: 2008, 2009 , 2010, 2011, 2012 Publisher: McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient + Advanced	76	86	80	72	77
Advanced	27	37	21	24	21
Number of students tested	82	78	75	76	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	74	82	78	67	78
Advanced	26	27	17	17	28
Number of students tested	27	22	23	24	18
2. African American Students					
Proficient + Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	3	7	7
3. Hispanic or Latino Students					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	2	1	2
4. Special Education Students					
Proficient + Advanced	Masked	67	71	46	75
Advanced	Masked	33	21	18	15
Number of students tested	9	15	14	11	20
5. English Language Learner Students					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	5	3	3	3
6. White					
Proficient + Advanced	76	87	80	73	78
Advanced	26	35	21	23	23
Number of students tested	74	68	70	64	82
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MO7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Missouri Assessment Program

Edition/Publication Year: 2008, 2009 , 2010, 2011, 2012 Publisher: McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient + Advanced	81	87	79	60	66
Advanced	39	46	35	24	17
Number of students tested	82	78	75	75	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	78	86	74	42	50
Advanced	22	46	17	16	11
Number of students tested	27	22	23	24	18
2. African American Students					
Proficient + Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	3	6	7
3. Hispanic or Latino Students					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	2	1	2
4. Special Education Students					
Proficient + Advanced	Masked	73	57	55	70
Advanced	Masked	57	14	18	25
Number of students tested	9	15	14	11	20
5. English Language Learner Students					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	5	3	3	3
6. White					
Proficient + Advanced	82	87	80	64	71
Advanced	39	49	36	25	18
Number of students tested	74	68	70	64	82
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MO7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Missouri Assessment Program

Edition/Publication Year: 2008, 2009 , 2010, 2011, 2012 Publisher: McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient + Advanced	91	89	82	74	81
Advanced	64	35	38	23	33
Number of students tested	90	82	71	92	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	86	83	67	67	77
Advanced	46	30	33	13	31
Number of students tested	22	23	24	24	13
2. African American Students					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	5	8	9
3. Hispanic or Latino Students					
Proficient + Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	7	1		2	2
4. Special Education Students					
Proficient + Advanced	53	79	62	47	75
Advanced	20	14	23	18	25
Number of students tested	15	14	13	17	20
5. English Language Learner Students					
Proficient + Advanced	100	Masked	Masked		Masked
Advanced	60	Masked	Masked		Masked
Number of students tested	10	2	7		1
6. White					
Proficient + Advanced	89	89	82	76	79
Advanced	69	33	42	25	31
Number of students tested	75	70	62	80	68

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13MO7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Missouri Assessment Program

Edition/Publication Year: 2008, 2009 , 2010, 2011, 2012 Publisher: McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient + Advanced	78	81	63	71	61
Advanced	46	43	30	20	27
Number of students tested	90	82	71	92	79
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	77	83	50	58	50
Advanced	46	30	13	8	42
Number of students tested	22	23	24	24	12
2. African American Students					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	5	8	9
3. Hispanic or Latino Students					
Proficient + Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	7	1		2	2
4. Special Education Students					
Proficient + Advanced	47	64	46	76	35
Advanced	13	21	15	24	5
Number of students tested	15	14	13	17	20
5. English Language Learner Students					
Proficient + Advanced	90	Masked	Masked		Masked
Advanced	50	Masked	Masked		Masked
Number of students tested	10	2	7		1
6. White					
Proficient + Advanced	80	79	68	73	59
Advanced	49	40	32	21	24
Number of students tested	75	70	62	80	68
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MO7

22